7.4 Engaging crewing agencies or ship management companies

Countries including China, Bangladesh, India, Indonesia, Myanmar, that are providers of maritime seafarers for foreign shipowners do not allow foreign shipowners to hire seafarers directly. They are obliged to engage local crewing agencies or shipmanagement companies to employ local seafarers. Recruiting seafarers for foreign shipowners are in the case of Bangladesh and Myanmar handled directly by government agencies. However, there has been some relaxation of the rules by allowing operation of private crewing agencies. The reverse has occurred in the case of Indonesia when a government agency has been established in 1994 ostensibly to assist private enterprise in the business of hiring seafarers for foreign employment but will have the effect of competing with existing crewing agents.

The manning business can be lucrative since fees are charged to employers while only a token processing fee is levied on seafarers being recruited. The relationship between manning/crewing agents and shipmanagement companies with their principals are generally very close. The experience and knowledge gained from working with foreign principals are valuable and serve to forming other local crewing or shipmanagement companies. In turn more national seafarers are given opportunities to work on shipping-related shore-jobs. The transfer of knowledge in management of ships is also valuable for local ship’s officers employed in these companies. Several major centres for crew recruitment have been emerged in major maritime labour supply countries. In India, the main port cities of Bombay and to a less extent also Calcutta, and the Philippines it is Manila that have become major centres for crewing and shipmanagement. Hong Kong and Singapore which are major shipowning economies with open policies on the registration of ships and hiring of non-national crews have also become major shipmanagement centres. This is also happening in Kuala Lumpur with the active support of the Malaysian Government. In this regard, there are similar opportunities in all of the major port cities in the Asian region provided government support and other appropriate measures such as more liberal regulations are taken to encourage their development into crewing and shipmanagement centres.

8. TRAINING AND EDUCATION OF SEAFARERS

For countries in the Asia-Pacific region, the challenge is to ensure a sufficient number of properly trained seafarers to man the national fleet and, for supplying countries, to produce more well-trained seafarers for deployment on foreign-owned ships. Among the countries within the Asia-Pacific region, there are wide disparities in the income levels and literacy rates (table 1). Moreover, there are major differences of the size of the shipping industry, maritime training traditions (and basic educational systems in which they are embedded), and the degree of support by the national governments concerned.40 The more advanced countries have well-established institutions with good to excellent training facilities and experienced

40. The great variation among member countries of the Association of Southeast Asian Nations (ASEAN) was noted by China (1989a).
trainers but have serious difficulties in attracting sufficient numbers of recruits, particularly the better qualified recruits. This applies to Hong Kong, Japan, Singapore and Taiwan Province of China. Maritime traditions appear to have died as far as going to sea as a vocation is concerned.

There is considerable differences in the motivation and approaches taken toward training in the countries within the Asia-Pacific region. These arise from the different stage of economic development and the status of their shipping industry, i.e. whether they are net employers or suppliers of maritime labour or are supply countries. The latter may possess well established maritime training institutions with strong maritime traditions or they may have only begun to produce maritime manpower for foreign employment in recent years. They also vary according the training traditions inherited from different metropolitan states from which they were originally derived, although the influence of standards set by IMO have clearly been a major factor in recent decades.

8.1 Advanced maritime countries in the Asia-Pacific region

Within the context of the region, the economically advanced countries of Japan, Australia, and NIEs are employers of foreign seafarers to man their ships. The ranks of their national seafarers have become progressively depleted turning from supplying countries in some cases, as with the Republic of Korea, into net employers. The reasons for the declining body of national seafarers have already been discussed and arise from the following factors:

(a) Availability of shore employment which offers wages closer to what can be earned working onboard ships plus better social benefits and additional economic opportunities;

Even during shore leave there are requirements to take up courses of study to qualify for higher certificates of competency and courses for acquisition of specialised skills needed for working onboard oil and chemical tankers, container ships, bulk carriers and other sophisticated modern vessels;

(c) Greater shipboard automation and the corresponding reduction of crew size hence increased work pressure and a heightened sense of isolation through lower socialisation on board the vessel while at sea;

Related to (b) is the changing shipboard environment and fast turnaround of ships which have taken out the mystique of a seagoing life.

The result is the higher rate of attrition of seagoing personnel because fewer seafarers are prepared to spend long periods of their life at sea with many officers

41. The Asian NIEs are the Republic of Korea, Taiwan, Province of China, Hong Kong and Singapore or the four 'Little dragons' while Malaysia and Thailand are rapidly approaching the status of NIEs.
choosing to take up shore jobs soon after they attain their Master's Certificate. Most seafarers regard seafaring as a short-term career and as soon as they are financially secure will leave the sea to begin a more comfortable and secure life at home. Advanced countries are also experiencing increasing difficulties in attracting recruits with better academic qualifications where entry into maritime institutions for officer cadets require only a bare pass in the secondary school leaving examination.

The problem of shortage of seafarers faced by these advanced economies is a serious one requiring measures to halt the long-term declining numbers in order to preserve a core of well-qualified maritime personnel to man national vessels as a matter of priority for the nation. In the case of Japan, the country continues to support maritime universities such as the Tokyo Maritime University of high academic standards with strong research capabilities. This is also the case with China as exemplified by the high standards of the excellence of the Dalian and Shanghai Maritime Colleges. These institutions are long established and they continue to produce highly trained maritime personnel for the nation. Taiwan Province of China too maintains a similarly well-endowed and research-based institution in the Taiwan National Ocean University in Keelung. The Korea Maritime University matches these mentioned institutions in quality and capability. In Australia, the Australia Maritime College in Adelaide offers superb training facilities that might be considered to be equivalent to the best of maritime training institutions in the United Kingdom.

8.1.1 The case of Hong Kong

The following sections deal with the territory of Hong Kong and Singapore, both use the English language as a major medium of instruction as well as for official and commercial communication and both possess well-established and modern well-equipped maritime training institutions. They represent strong maritime states and are two of the top seaports in the world. The institutions have been set up by the government concerned. They present a special category of economies that have the potential of becoming regional centres of maritime training as well as providing experiences that could be usefully studied for countries desiring to upgrade their own institutions of maritime training.

The Hong Kong Polytechnic offers courses for training deck officers with options to pursue shipping management with the intention of taking up shore positions. Falling number of recruits to the deck cadet course at the Hong Kong Polytechnic led to the closure of the course in 1989. However, in 1991, with the setting up of the Centre for Maritime Studies (CMS) which replaced the Department of Maritime Studies, courses directed at post experience senior level deck officers leading to Certificates of Competency qualifications were offered. Also, the shipping management programme leads to a Higher Diploma in Shipping Management as well as a BSc degree programme in Shipping Technology and Management. This new programmes have been well received and are highly successful.

42. The Hong Kong Polytechnic gained the status of a university in 1994.
In 1993, the Hong Kong Polytechnic decided to close down the marine engineering programme. Subsequent to this, the marine engineering training was transferred to the Hong Kong Technical College in Tsing Yi which also offers programmes to train marine electronic and electrotechnical officers. Training for marine engineers are also conducted at the University of Hong Kong and the Haking Wong Technical Institute. There are also excellent training facilities for seamen and officer cadets at the Seamen’s Training Centre which is managed by the Merchant Navy Training Board. Training for general purpose and steward ratings is conducted at the Hong Kong Sea School (Das Sarma & Jaafar, 1994). Hong Kong suffers from low demand for and underutilisation of the superb training facilities which has been developed to meet local needs. However, there is a small but increasing number of foreign trainees mainly from Bangladesh at both the Hong Kong Polytechnic and the Seamen’s Training Centre. Groups of Filipino seafarers have also been trained at these institutions. There is clearly the possibility of training Chinese seafarers in the future particularly when the colony reverts back to the People’s Republic of China.

8.1.2 The experience of Singapore

Singapore established the Singapore Polytechnic in the early 1960s in order to train middle-level technical personnel and to help meet the needs of the very considerable national shipping fleet. The Maritime Technology and Transportation Department in the Polytechnic is equipped with state of the art equipment and staffed with some 60 well paid and well qualified instructors. The institution trains both marine engineer and navigating deck officers. The number of navigating deck officer graduating from the Polytechnic has only increased marginally from about a hundred in the late 1970s to the 115 in 1993. The depressed shipping market in the mid-1980s saw the number of graduates falling to just 54 in 1984 before recovering thereafter. The marine engineering programme has done somewhat better increasing from 130 in 1978 and 119 in 1979 to 148 in both 1992 and 1993. As with the deck officer graduates, there was a dip in the number of marine engineering graduates declining to just 47 in 1986 before increasing to the present level. The recovery in the intake to both programmes from the mid 1980s have been due to better packaging of the courses offered, effective marketing, and strong support by both shipowners and seafarers unions (Das Sarma and Jaafar, 1994).

Training of ratings has been conducted at TS Singapore under the National Maritime Board (MNB). The emphasis was to train multi-skilled crew to meet the needs of employers. The school also offers special course for officers, ratings and port-limit maritime personnel. In 1981, a two-year Watchkeeping Engineer Course was introduced to train junior engine officers. As of end 1992, the programme has turned out a total of 161 local engine officers. A 15-week Class 5 and Class 4 Deck Officer Preparatory Courses are also available.

Since 1 April 1993, TS Singapore has been upgraded to the National Maritime Academy. The Academy was set up to meet the aim of promoting Singapore as an international maritime centre. The Academy will undertake training of ships’ officers as well as ratings. For deck officers, the Academy introduced a diploma course to enable
candidates to obtain the Class I (Deck Officer) of Master Mariner Certificate of Competency. Discussions with the Singapore Polytechnic have resulted in closer cooperation between the two institutions. From 1995, training of marine engine officers would be undertaken by the Academy utilising the training facilities and equipment available at the Polytechnic. Examinations leading to the award of certificates of competency remain the responsibility of the Marine Department under the Ministry of Communications. However, this responsibility will progressively be transferred to the training institutions with the Marine Department acting in a supervisory role.

It is interesting to note that the retention rate of graduates returning to undertake the courses for Class 2 and subsequently Class 1 certificates have been reasonable but tending to fall from about the 50-60 per cent level for those graduating in the early 1980s for both certificate classes to a low of 18 per cent for those returning to undertake the Class 2 certificates for the 1984 graduating batch and regaining to over 30 per cent in the 1988 and 1989 batches. The retention rate for those returning two years later to take the Class 1 certificates has been highly variable but falling between about 50 to over 100 per cent with a low of 29 per cent for the 1986 graduating batch (Das Sarma and Jaafar, 1994).

8.2 Economically emergent states

This section deals with Malaysia and Thailand, countries that are well on their way to joining the ranks of the Asian NIEs. In the case of Malaysia, the Maritime Academy Malaysia in Malacca has been actively building new facilities and acquiring modern training equipment. The academy is financially supported by the national shipping line, Malaysian International Shipping Corporation (MISC). Negotiations for the Academy to be privatised is currently ongoing.

As has been noted, Thailand is aware of the shortage of the country's maritime manpower and has been keen to develop their training institutions. The existing government training centre operate under the Harbour Board. There is a newly established private maritime training centre, Thai Maritime College, on the outskirts of Bangkok which is training officer cadets to supply Thai shipowners. There are some Thai ship's officers who were trained earlier as naval officers.

8.3 India and the Philippines: major sources of seafarers for foreign employment

For less developed countries that are suppliers of maritime labour for international shipping, it has not been easy to augment the supply of trained seafarers from the region given the more stringent training standards now being imposed. This is exemplified by the experience of India. The Committee on Maritime Education and Training (COMET) identified several serious problems related to the maritime training institutions. These are:
(a) Acute shortage of faculty,
(b) Inadequacy of equipment,
(c) Inadequacy of library facilities,
(d) Inadequacy of finance, and
(e) Shortage of buildings and poor condition of present buildings (COMET, 1991, p. 11).

The report by COMET went on to elaborate that the shortage of faculty was attributed to low remuneration paid to teaching staff and many positions were left unfilled. Replacements were needed for old equipment while simulators for navigation, main propulsion system, auxiliary machinery system, cargo handling system as well as computer-aided training systems (CATS), video-cassettes, films, audio-visual programmes would have to be purchased for many of the training institutions (COMET, 1991, pp. 11-12). Similar inadequacies are found to prevail in many of the maritime training institutions throughout the developing countries in the region with the exception of the more advanced countries mentioned.

Some of the best equipped and staffed institutions are those that have benefited from technical and financial assistance from major employing countries such as Japan and Norway as are the cases with the National Maritime Polytechnic in Tacloban, Leyte, in the Philippines and Maritime Studies Academy, AIP, in Jakarta, Indonesia. In India, there are the premier institutions such as the Lal Bahadur Shastri Nautical & Engineering (LBS) College and the Maritime Training Institute (MTI) at Powai in Bombay, the latter being supported by the Shipping Corporation of India. Japanese and Norwegian shipowners have been major employers of Filipino seafarers; they have given generous assistance to training institutions in the country in part to ensure that seafarers employed fully satisfy the maritime authorities of the Japanese and Norwegian Governments. Japanese shipowners also take pains to inculcate the Japanese company culture to those employed on their ships to ensure a harmonious shipboard environment. The Norwegian Shipowners’ Association has provided equipment and instructors to several maritime institutions, i.e., John B. Lacson Colleges Foundation, University of Cebu, and the Philippines Merchant Marine Academy (PMMA). The Norwegian Training Center is located in the campus of the PMMA and together with Norwegian shipping companies provides assistance with course syllabi based on IMO model courses as well as upgrading the skills and knowledge of Filipino instructors. Graduates of these institutions are then employed on vessels registered with the Norwegian International Shipping Register (NIS) (Gloersen, 1995).

For the major traditional maritime labour supplying countries of India, the Lal Bahadur Shastri Nautical & Engineering (LBS) College in Bombay might be considered to be India’s premier maritime training institution and there are other well-established institutions for the entire range of seafarers. Recommendations have been made by COMET to set up a maritime university for the country that will co-ordinate and administer
all seafaring training and education. With the establishment of the Chanakya Maritime College which is supported by the maritime training fund set up as a result of the COMET recommendations, the country is poised to expand its capacity to train more seafarers for both local and foreign employment.

The Philippines Merchant Marine Academy (PMMA) is the longest established maritime training institution among the 102 maritime schools and 34 training centres in the country. The schools are administered by the Department of Education, Culture and Sports (DECS). The Maritime Training Council has been set up to implement the provisions of the STCW Convention and to monitor and respond to the development in the training requirements and to meet the demand of the employment market. The country has a capacity to produce and estimated 20,000 graduates each year, more than that of any other nation.

The Philippines Department of Labor and Employment has developed a National Manpower Development Plan for Seafarers with the aim to provide direction towards the improvement of training standards. The Professional Regulation Commission has fully computerised the conduct of examinations for deck and engine officers. In addition, the IMO with the assistance of the United Nations Development Programme (UNDP) and the Norwegian Government has started a project to improve national marine examination service in the country. These measures are to ensure an efficient examination system that will meet international standards. The Philippines also has obtained that assistance of the Maritime International Co-operation Centre (MICC) of Japan to run a 14-month programme to improve knowledge and expertise in navigation for Filipino cadets. There is another programme with the All-Japan Seamen's Union for the training of Filipino seafarers in Japan. The 12-month programme will train seafarers for employment on Japanese-owned vessels. As with India, the Philippines has spared no effort to upgrade the system of training, education and examination to meet more stringent international training standards and stiffer competition from other sources of seafarers for foreign employment.

8.4 Countries aspiring to be suppliers of seafarers

The following section provides details of the education and training of seafarers in Bangladesh, China, Indonesia, Myanmar, Myanmar and Viet Nam all of whom aspires to supply maritime manpower to foreign shipping. Some of these countries are themselves actively expanding their national fleets and will require a good supply of seafarers to man their own vessels. All of these countries have large surplus manpower and seek foreign employment to gain higher wages and to earn foreign exchange.

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8.4.1 China

The accepted view is that China has traditionally maintained a very high standard of training of seafarers. Training of officers takes three to four years at four university level institutions, i.e. Dalian Maritime University, Shanghai Maritime University, Jimei Navigation Institute, and Qingdao Asian Shipping Mariners College. Entrance to these institutions requires a high school certificate. The first three are operated by the Ministry of Transport while the last is a Cosco facility. Training tends to be both academic and technical. Some officers are now given a two-year full time course in order to produce more officers to meet the demand.

Chinese ratings requires two years full-time education and training after successfully completing a high school education. This too has been shortened to six months before they are sent to work onboard ship as trainee ratings. There are several marine schools. Cosco operates schools in Dalian, Tianjin, Shanghai, Nanjing and Guangzhou. Others are operated by other agencies such as the Shanghai Bureau of Maritime Transportation and Administration (BONTA), and the China Marine and Seamen Education Services Corporation (MASES). In addition, there is a privately operated school in Shekou established by the China Merchant Company on a generously provided premises for boarding of students. Facilities are still new and need further upgrading. Several Hong Kong and Japanese shipping companies are planning to use this centre for retraining of Chinese seafarers (Gilbert, 1995).

The report by Gilbert (1995) also states that the certification system of Chinese seafarers meets international standards. China has signed the SOLAS Convention and, therefore, meets all STCW standards of training and certification. English has been introduced in the school system and is taught in all the maritime institutions. Gilbert also states that the Chinese Government is revising the system in such a way that the seamen supplied to foreign owners are kept separate from those to the national fleet.

8.4.2 Indonesia

The Government has developed a maritime sector training programme with the assistance of the International Maritime Training Agency of the Netherlands and the Maritime International Cooperation Centre of Japan. The country has one university-level maritime institution, Academi Ilmu Pelayaran (AIP) (or Maritime Studies Academy), in Jakarta, and two nautical high schools at Ujung Pandang and Semarang and seamen’s schools for training of ratings at Barombong and Ujung Pandang. There are a number of private maritime training centres. The Dutch and Japanese Governments have provided assistance in improving the education and training facilities and training equipment. Japan has donated a sophisticated deck simulator to the AIP in Jakarta and has provided an experienced trainer attached to the Academy.

44. A full account of the maritime training and education system and institutions is given by Sabaroedin and Danuasmoro (1989).
Examinations for certificates of competency for seafarers are conducted by the State Examination and Certification Board. The number of ship’s officers holding deck officer’s certificates for Masters or chief mate is 1,274, second class 1,187 and third class 3,516 giving a total of 5,977. The number of engineer officers holding chief engineer or second engineer class ‘C’ certificates is 520, second engineer or assistant engineer with class ‘B’ certificates is 913 and engineer or assistant engineer holding class ‘A’ certificates is 2,955 giving a total of 4,388. There is clearly an established system of education and training of seafarers and their certification and recruitment although upgrading to meet international standards is necessary and achievable.

8.4.3 Bangladesh

In the case of Bangladesh, the Marine Academy at Chittagong, the nation’s premier maritime training institution was established in 1962 and runs two-year courses for nautical and engineering cadets. The Academy takes in 100 cadets each year divided equally between nautical and engineering departments. The academy is capable of taking in more recruits provided there is demand for its graduates. Roy (1986) had declared the Merchant Marine Academy at Chittagong as being a ‘magnificent institution’ equipped with all the most modern equipment with IMO assistance. The institution was provided with the best and most sophisticated facilities needed to train seafarers to STCW standards.

The Seamen’s Training Centre at Chittagong has its origins dating back to 1952 is responsible for training of ratings of deck, engine and catering branches. The Centre received assistance from the Government of Japan to modernize the training facilities. It has a capacity to train one thousand freshers and refreshers seamen in a year. It was reported that IMO carried out a detailed study of the needs of facilities and equipment required to train ratings to bring it up to standard to meet STCW requirements. But up till 1986 requests for funds of the order of US$650,000 for technical assistance and equipment had not been found (Roy, 1986).

8.4.4 Pakistan

Like Indian and Bangladesh, the country has a long seafaring tradition. The government-operated Marine Academy in Karachi was established in 1978 to provide training for both officers and ratings. It is reported to be well-equipped and has received assistance from IMO and western nautical colleges and thus is capable of producing well-trained seafarers. The Japanese Government, in 1986, made donations of equipment, including radar/ARPA simulator, deck simulators and engine plant simulator, to enable the Academy to run advanced maritime courses of study. As Pakistani certificates of


competency fulfil STCW requirements, they should be readily acceptable to foreign employers.

8.4.5 Myanmar

The nation inherited a system of training and certification from the British. Certificates are issued by the Myanmar Shipping Office according to the Myanmar Merchant Shipping Act. The country is a signatory of the 1978 STCW Convention. Training for both deck and engine ratings and officers is undertaken at the Institute of Marine Technology operated by the Government. The Institute has received donations of equipment from the Japanese Government. The Institute trains seafarers primarily to meet the national shipping fleet.47 There are two private training centres; one of which is operated by a German company and the by the Singapore-based MT Shipmanagement Pte Ltd which has a capacity to train two batches of 50-60 pre-sea cadets in a year. The Centre also runs upgrading courses for officers. Their candidates sit for the government examinations conducted by the Shipping Office.

8.4.6 Viet Nam

The country has a very large reservoir of surplus labour and has been promoting the employment of manpower as contract workers in foreign countries. The Viet Nam Maritime University is located in Haiphong. The campus is spacious and there are several large buildings and residential blocks to accommodate students. Paramilitary-styled training is adopted. Efforts have been made to adopt international standards for training seafarers and the Japanese Government has shown interest in providing assistance to the institution.

8.5 Pacific island nations

There are a number of maritime training institutions and programmes among the Pacific island States of which one of the best established is the School of Maritime Studies at Suva at the Fiji Institution of Technology, which trains both ratings and officers, and is regarded as the principal training centre in the South Pacific. The school began operation in 1970 and has been supported by Australian financial and technical assistance. Over a four-year period, 1989-1992, the school produced 83 ratings (basic seamanship course), 47 deck cadets, 34 coxswain (bridging course), 92 (coxswain classes 1, 2, 3) as well as 47 and 12 masters and mates for local waters and Pacific waters, respectively.

Two other important maritime training institutions are the School of Marine and Fisheries Studies in Solomon Islands established in 1962 and the Papua New Guinea Maritime College in Madang established in around 1975. The latter has a student output of over 200 per year from the late 1980s. The large majority of the crew, including the senior officers serving on coastal vessels, are Papua New Guineans.

There are also smaller less well established maritime training institutions among the Pacific island nations. These include (1) the Marine Training Centre for ratings at Tarawa in Kiribati, (2) the Tuvalu Maritime School provides pre-sea training and was established in 1970 and has capacity to train 120 trainees per year, (3) the School of Marine and Fisheries Studies under the Solomon Islands College of Higher Education established in 1962, (4) the Maritime Polytechnicallnstitute in Tonga which received aid from Germany in the 1980s, (5) a seamen's training school in Western Samoa, and (6) a small marine school in Vanuatu to train crew for the inter-island trade.

It would appear that the Pacific (and Indian Ocean) island nations have the real advantage of a natural affinity to seafaring and many attributes that would render a relatively less difficult task of training modern seafarers for domestic and foreign employment. The congenial character of the islanders and close association with foreigners are additional assets that could well be put their seafarers at an advantage for foreign hire. The key inputs would be to make the necessary investments in training facilities and equipment, good management of the existing institutions, and strong support by the governments concerned.

8.6 The urgent need to provide proper training for ships' officers

There is special need to focus attention on the training of both deck and engine officers since the world's shortage of these essential maritime personnel is most acute. Within the region, the main sources of officers are the English speaking countries of India and the Philippines. Korean crews which had found acceptance as excellent officers had all but disappeared as the country had gone the way of economically advanced states and the able young men no longer seek seagoing careers.

In order to reflect the new enhanced responsibilities and duties of ships' officers, the Report of COMET (1991) noted that:

"To keep pace with the advancement of technology and the resultant changes brought about thereby, the concept of maritime training has undergone a radical change. Formerly, pre-sea training which prepared young cadets, for service on board ship supplemented some tuition to enable the cadets on completion of the prescribed period of sea service to pass professional examinations for Certificates of Competency was considered adequate. The scope of maritime training and education today is much wider and far more comprehensive. Training has to be imparted not only for safe and efficient operation of ships but for prevention and control of pollution from ships. Courses in technical, commercial, financial and legal management have to be devised to meet the training needs of the seafaring and shore-based personnel." (p. 9)

Special attention has also to be paid to the training of senior officers. Here the consensus seems to be that Indian nationals make the best Asian ship captains. The commonly accepted explanation for this is that the education system in India remains good while instruction in English has been retained unlike the case of other South Asian
states. Often university graduates are hired and given short stints of training before coming onboard ship and subsequently proved to be competent officers. This would also explain why so many Indian nationals are now serving as managers in international shipping, ship management and other enterprises. While there are plenty of Filipino officers, few rise to take the position of master mariners. One explanation suggested is that the responsibility of senior officers have become so onerous with the frequent inspections now demanded in ports of advanced maritime countries that the responsibilities outweigh the benefits in terms of wages and status. It may that, for them, it is no longer worthwhile to become a ship captain.

From the above discussion, a major task is how to induce well educated young men to take up seagoing careers. A related task is to reduce the wastage rate of trained officers in order to retain their services for as long a period as possible. The perception of most seafarers today is not to regard seafaring as a vocation but to earn enough in order to leave seagoing service as soon as they have sufficient savings to begin a life working on shore-based positions.

The problem is compounded by training institutions in advanced countries to attract recruits with dual track training programmes enabling trainees to choose between taking up courses to go on to take up seagoing positions or opt for shore-based positions. Worst still, the practice has been in some cases to train them for both seagoing and land-based employment. The result is that many, and in some cases all of the graduates, decide to opt for shore jobs.

9. PLANNING MARITIME MANPOWER AND REGIONAL COOPERATION

In spite of the importance of the seafaring and shipping industries, few countries undertake detailed forward planning to estimate their requirements for maritime manpower and the supply of maritime manpower through a system of education and training. Maritime authorities concerned with seafarers are apt to be responsible for seafarers only as long as they opt to remain available for employment at sea. Once they leave the sea and even if they decide to take up a marine related job, further training comes under general vocational training. Yet seafarers do not on average remain at sea for longer than 10 to 15 years with many opting to seek shore-based work as soon they are able to obtain their Masters Certificates. Nothing is known with certainty about the manner they go about seeking work, what type of employment they enter into, and whether they have access to information on employment opportunities. It is not usual for maritime authorities to consider training seafarers for shore jobs that are related to the broader maritime industry. Reasons for the lack of planning may lie with the sectoral approach to management of the shipping industry and, in some cases, they may be related to inadequate administrative support and lack of official attention. At the International Labour Organisation (ILO) organised regional Tripartite Seminar on Maritime Labour Standards in October 1994, the delegates adopted the following as a main issue for the purpose of setting a goal for achievable standards: